



# The Two Basic Forms of Coaching for Lean

**a free webinar with David Verble**

Lean Transformations Group   
Lean Enterprise Institute Faculty Member



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# 2014 Lean Coaching Summit

JULY 29-30, 2014



## Join us in Long Beach, CA!

### TOPICS COVERED

- Lean as a learning system
- Patterns of behavior and thinking that lead to a workforce of problem solvers
- How to assess your personal effectiveness as coach
- Questioning as a critical and learnable skill
- The role of servant leadership in the lean coaching model
- The optimal situation – coaches developing coaches
- TWI's role in developing front-line supervisors
- Management practices that stifle lean thinking



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David Verble

## Today's Speaker

- 14 years in management & organizational development, Toyota
- LEI faculty, coaching facilitator
- Co-author, *Perfecting Patient Journeys*, Shingo Research Award
- Helps companies implement lean principles through the Lean Transformations Group and the Lean Enterprise Institute



# Topic: Matching Your Coaching Approach to Your Reason for Coaching



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# Topic: Matching Your Coaching Approach to Your Reason for Coaching

## OVERVIEW:

- Opening: Question & Think Together
- 1<sup>st</sup> Question: *“What are the two basic forms of coaching for lean?”*
- 2<sup>nd</sup> Question: *“Why does Coaching for Development have to be fundamentally different from Coaching for Correction?”*
- 3<sup>rd</sup> Question: *“What is Humble Inquiry; what are you trying to accomplish; how do you do it?”*
- Questions for the Presenter: Who will try to answer
- Wrap up:



**Purpose:** Raise the question:

*Why is the coaching that comes naturally to us often not the best for building a problem solving culture?*



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**Purpose:** Raise the question:

*Why is the coaching that comes naturally to us often not the best for building a problem solving culture?*

**People:** Me, with a microphone and the slides;  
You, out there listening and watching  
and unfortunately unable to talk back





**Purpose:** Raise the question:

*Why is the coaching that comes naturally to us often not the best for building a problem solving culture?*

**People:** Me, with a microphone and the slides;  
You, out there listening and watching  
and unfortunately unable to talk back

**Process:**

- I will ask a lot of questions;
- Please talk back inside your heads
- I will share my thoughts on the questions
- At the end you can put questions to me



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1<sup>st</sup> Key Question: *What are the two basic forms of coaching for lean?*



1<sup>st</sup> Key Question: *What are the two basic forms of coaching for lean?*

That raises two other questions:

- ❑ *When should you use each one?*
- ❑ *Why is Coaching for Correction easier than Coaching for Development?*



Have you been in a management review  
of a problem report, project or A3?



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Have you been in a management review of a problem report, project or A3?

What do managers and executives usually do? Negative feedback? Blaming questions? “Suggestions” of what to do or think about?



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What do managers and executives usually do? Negative feedback? Blaming questions? “Suggestions” of what to do or think about?

What do most think they are doing?

***Coaching???***



Have you been in a management review of a problem report, project or A3?

What do managers and executives usually do? Negative feedback? Blaming questions? “Suggestions” of what to do or think about?

What do most think they are doing?

***Coaching???***

Why do they (and we) tend assume that's coaching?



Maybe because we don't see the difference  
between **Coaching for Correction**  
and **Coaching for Development**



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Maybe because we don't see the difference  
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### **Coaching for Correction**

is usually focused on pointing out or fixing  
problems in the other person's behavior,  
decision making or performance



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### **Coaching for Correction**

is usually focused on pointing out or fixing problems in the other person's behavior, decision making or performance

### **Coaching for Development**

is usually focused on getting the other person to see and think for him or herself so he/she can grow in problem solving and job handling capability..



# What does Coaching for Correction or Performance Improvement look like?



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# What does Coaching for Correction or Performance Improvement look like?

- You point out to someone something they are not getting done or doing the way it should be done.



# What does Coaching for Performance Improvement for Correction look like?

- You point out to someone something they are not getting done or doing the way it should be done.
- You give them feedback on what you see them doing wrong.



# What does Coaching for Correction or Performance Improvement look like?

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- You tell them the right way to do **it**.



# What does Coaching for Correction or Performance Improvement look like?

- You point out to someone something they are not getting done or doing the way it should be done.
- You give them feedback on what you see them doing wrong.
- You tell them the right way to do it.
- You challenge them to try to do it the way you “suggest.”



# What does Coaching for Development look and sound like?



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# What does Coaching for Development look and sound like?

- You give someone something they are responsible for achieving



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- You ask them to describe the “Means” they have in mind and ask questions about why they believe that will achieve “Ends” they need to reach.



# What does Coaching for Development look and sound like?

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# What does Coaching for Development look and sound like?

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- You ask them to describe the “Means” they have in mind and ask questions about why they believe that will achieve “Ends” they need to reach.
- You let them try what they have in mind if the risk is reasonable or manageable
- You have them report what happened and ask them why they think things turned out as they did



One is not right and the other wrong. It depends on what you are trying to accomplish as a coach.



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But one is a lot harder to do than the other. Giving feedback and telling others how to do things correctly seems a lot easier for us than giving others responsibility to think, asking questions about what they think and why they think it, letting them try what they think and asking them to reflect on what happened and why they think they got the outcome they did.



# *Questions for you:*





## *Questions for you:*

Why do you think Coaching for Correction comes so naturally for us?



## *Questions for you:*

Why do you think Coaching for Correction comes so naturally for us?

What is it about Coaching for Development that seems more difficult?



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Which feels better when you are on the receiving end?



## *Questions for you:*

Why do you think Coaching for Correction comes so naturally for us?

What is it about Coaching for Development that seems more difficult?

Which feels better when you are on the receiving end?

Which gets better results?



It depends on what those results are  
and the purpose of the coaching



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It depends on what those results are and the purpose of the coaching

Coaching for Correction is focused on immediate Performance: It's to get things done: fix the problem, improve the performance, correct the mistake, get things on the right track. And speed is usually the underlying consideration. Get it done now. Get it done quickly. The coach is the one feeling the responsibility. Coaching for Correction is usually focused just on the results of the performance.



Coaching for Development has a different purpose and aims for a different result.



Coaching for Development has a different purpose and aims for a different result.

Coaching for Development is focused on the other person as a person and performer. It's about helping him or her learn how to make better use of his or her skills and grow his or her capability as a performer and contributor.

Coaching for Development is an investment of time, effort and patience for a longer-term result. The coach will benefit from the other person's growth as a performer but it will mainly be through the person being able to do more on his or her own without constant direction.





# **You Have Options as a Coach: *It depends on what your intent is***

Correct/Direct

Tell/Show

Advise/Suggest

Question to Investigate

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Question to Raise Awareness

Question to Prompt Questioning

Question to Prompt Thinking

Support Self-Development



# You Have Options as a Coach: *It depends on what your intent is*

Correct/Direct

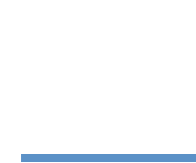


*Coach is doing  
the Thinking*

Tell/Show

Advise/Suggest

Question to Investigate



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*Coach is doing  
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*Other Person is  
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2<sup>nd</sup> Key Question: *Why does Coaching for Development have to be fundamentally different from Coaching for Correction?*



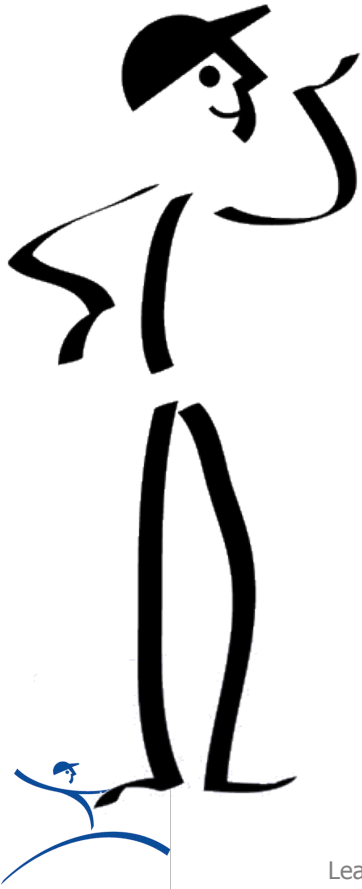
2<sup>nd</sup> Key Question: *Why does Coaching for Development have to be fundamentally different from Coaching for Correction?*

Critical Related Question:

*Why is it so hard for us to coach someone else on their problem solving thinking?*



# Inescapable Principle of Coaching for Development



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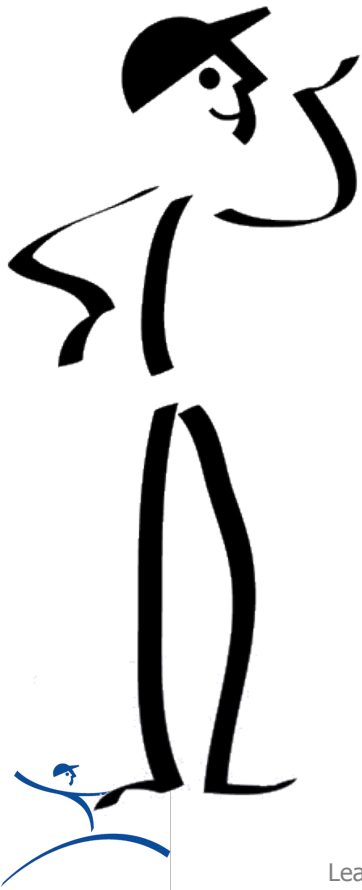
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# Inescapable Principle of Coaching for Development

If you are coaching  
to help others develop their  
capability to think and solve  
problems



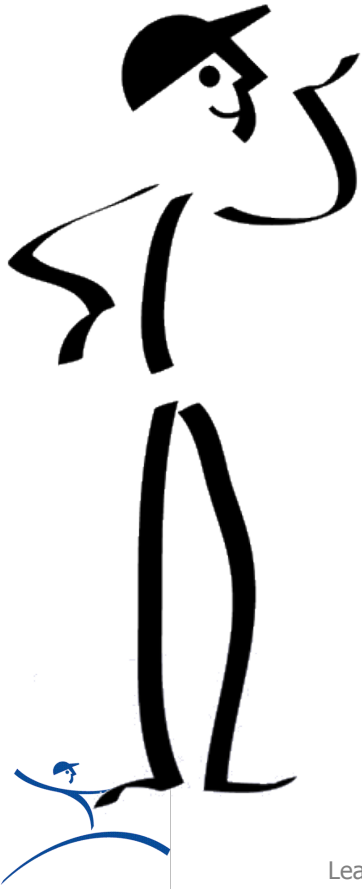
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# Inescapable Principle of Coaching for Development

If you are coaching  
to help others develop their  
capability to think and solve  
problems  
you have to let them **THINK**  
– not tell them what to think.



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Telling... and showing...can work pretty well when you are trying to help somebody learn a skill or process or to help them correct their performance



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Telling someone what to do or think doesn't work as well when it comes to their thinking about how to apply a process they already know – or think they know.



Telling... and showing...can work pretty well when you are trying to help somebody learn a skill or process or to help them correct their performance

Telling someone what to do or think doesn't work as well when it comes to their thinking about how to apply a process they already know – or think they know.

Problem solving is a process that requires thinking...and most people think they know how to do it.



# Coaching Another on his/her Problem Solving Thinking is a **Relationship**



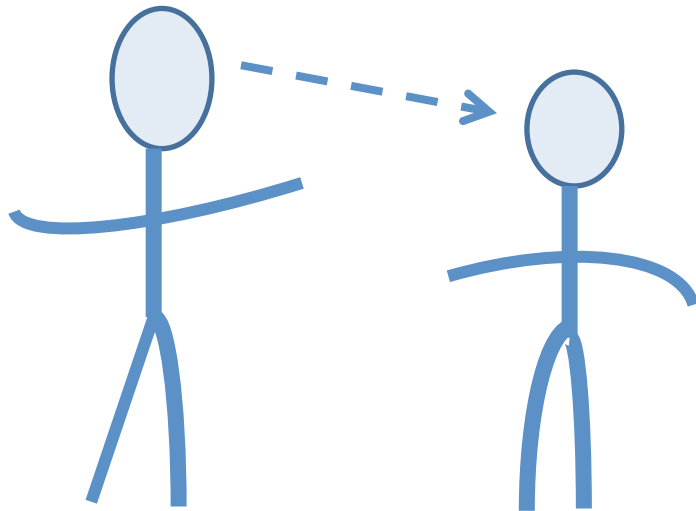
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# Coaching Another on his/her Problem Solving Thinking is a **Relationship**

BUT NOT THIS KIND...



## Top-Down & Directive



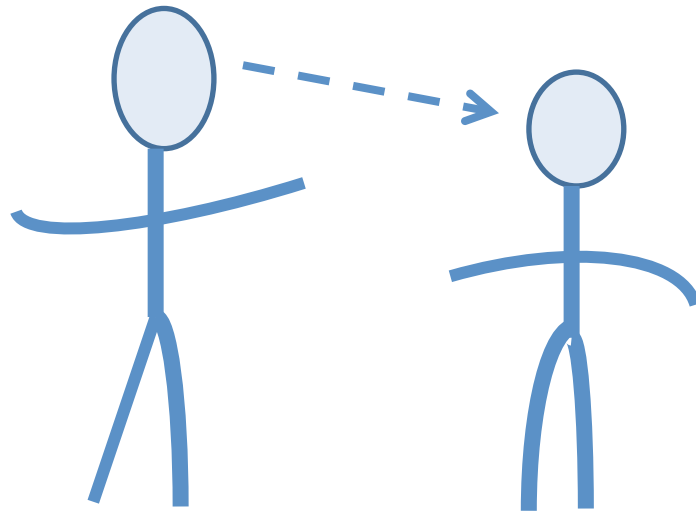
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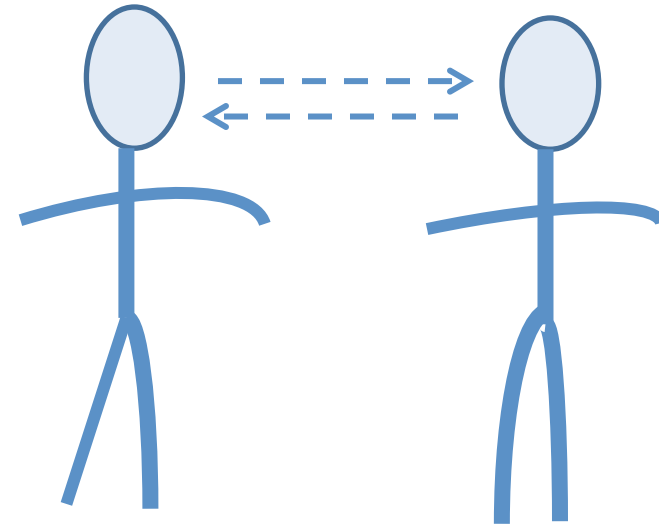
# Coaching Another on his/her Problem Solving Thinking is a **Relationship**

BUT NOT THIS KIND...



**Top-Down  
& Directive**

It has to be  
**THIS KIND!**



**Equals Thinking  
Together**



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# Why is it so difficult for us to coach someone else on their problem solving thinking?



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Why is it so difficult for us to coach someone else on their problem solving thinking?

....Because it is hard for us to listen to what someone else is thinking or a problem he/she is dealing with without jumping in and giving them the benefit of our thinking?



# Questions for You to Think about:



# Questions for You to Think about:

What goes on in your mind when someone starting telling you about a problem the or she has?



# Questions for You to Think about:

What goes on in your mind when someone starting telling you about a problem the or she has?

What do you want to do?



# Questions for You to Think about:

What goes on in your mind when someone starting telling you about a problem the or she has?

What do you want to do?

Why do we react like that?



# Questions for You to Think about:

What goes on in your mind when someone starts telling you about a problem they or she has?

What do you want to do?

Why do we react like that?

What's usually the reaction of the other person?



**Now think about the impact if you do  
that when you are coaching someone**



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**Now think about the impact if you do that when you are coaching someone**

What happens when you start bringing your own ideas and suggestions into coaching someone on a problem she or he is trying to solve?



**Now think about the impact if you do that when you are coaching someone**

What happens when you start bringing your own ideas and suggestions into coaching someone on a problem she or he is trying to solve?

What happens to the other person?



**Now think about the impact if you do that when you are coaching someone**

What happens when you start bringing your own ideas and suggestions into coaching someone on a problem she or he is trying to solve?

What happens to the other person?

What happens to you when you are the problem owner and the person coaching you has a higher position?



Also, Why is it so difficult for us to keep from jumping in with our own thinking – or asking questions to lead the other person toward our ideas – when we are coaching them on their effort to solve a problem or even just hearing about a problem they have?



Also, Why is it so difficult for us to keep from jumping in with our own thinking – or asking questions to lead the other person toward our ideas – when we are coaching them on their effort to solve a problem or even just hearing about a problem they have?

....Because we tend to assume we know more about the situation or the problem that we actually do.



## Questions for you:

Why do we assume we know enough from our own challenges and experiences to be able to tell them how to handle such situations?

Why do we act like we know as much – or even more – about their problem situations than they do?

What is the likelihood that we actually do?



# These natural human tendencies are our challenges when we try Coaching for Development



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# These natural human tendencies are our challenges when we try Coaching for Development

We respond to problems (others and our own) by immediately going from a sense of the problem to a solution.



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# These natural human tendencies are our challenges when we try Coaching for Development

We respond to problems (others and our own) by immediately going from a sense of the problem to a solution.

And we do this based on assuming we know a lot more about what is actually happening than we really do.



# These natural human tendencies are our challenges when we try Coaching for Development

We respond to problems (others and our own) by immediately going from a sense of the problem to a solution.

And we do this based on assuming we know a lot more about what is actually happening than we really do.

We run into these same challenges in our basic human nature when we try to coach others on their problem solving thinking.



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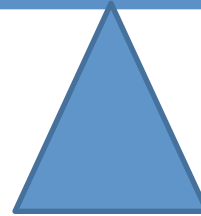
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# Therefore, Developmental Coaching -- is a balancing act

**Keep Coachee  
thinking**

**Help Coachee  
succeed**



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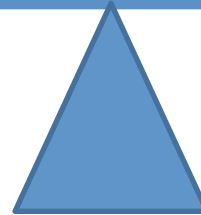
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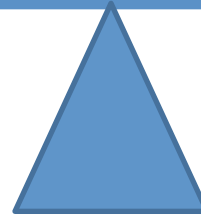
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**Keep Coachee  
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**Don't take  
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**Help Coachee  
succeed**

But help her/him  
be more aware  
of where her/his  
problem solving  
thinking is not  
sound PDCA  
process



3<sup>rd</sup> Key Question: *What is Humble Inquiry; what are you trying to accomplish; how do you do it?"*



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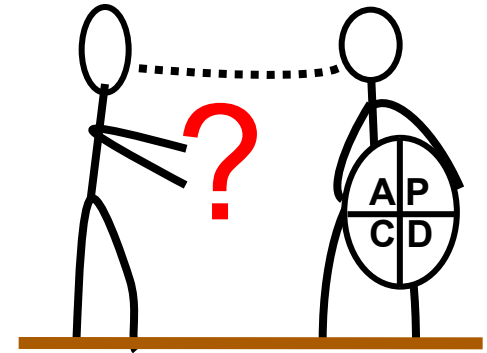
Related Question:

What is the value added of Humble Inquiry in Coaching for Development



# Coaching Problem Solving Thinking: an Essential Behavior

## *HUMBLE INQUIRY*

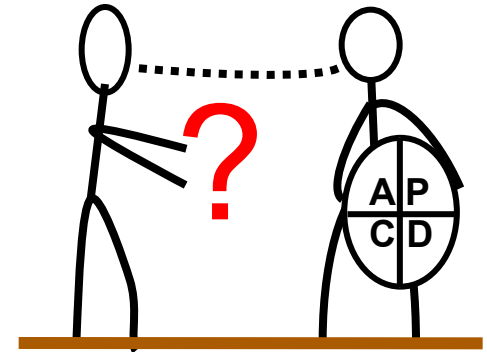




# Coaching Problem Solving Thinking: an Essential Behavior

## *HUMBLE INQUIRY*

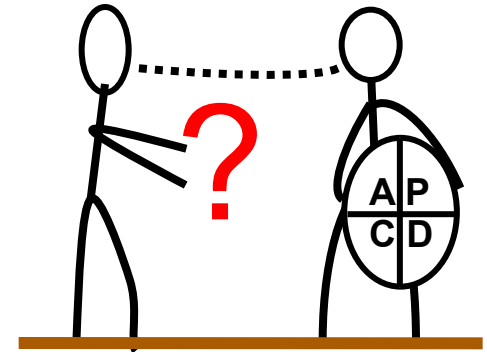
- Asking open-ended questions that truly seek to learn what the other knows



# Coaching Problem Solving Thinking: an Essential Behavior

## *HUMBLE INQUIRY*

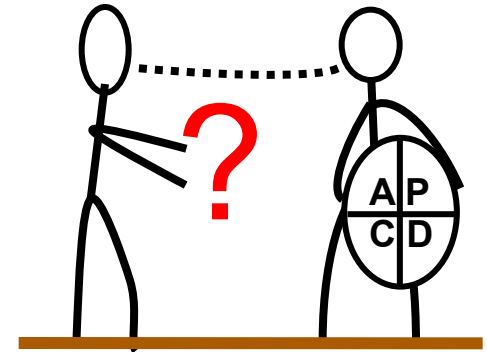
- Asking open-ended questions that truly seek to learn what the other knows
- Asking questions you don't think you already know the answers to



# Coaching Problem Solving Thinking: an Essential Behavior

## *HUMBLE INQUIRY*

- Asking open-ended questions that truly seek to learn what the other knows
- Asking questions you don't think you already know the answers to
- Asking questions that show respect for the other's ability to think



- *What's good about open-ended questions.*



- *What's good about open-ended questions.*
- They allow the other person to respond with whatever he/she knows or is thinking.



- *What's good about open-ended questions.*
- They allow the other person to respond with whatever he/she knows or is thinking.
- *What's bad about closed (yes/no) questions.*



- *What's good about open-ended questions.*
- They allow the other person to respond with whatever he/she knows or is thinking.
- *What's bad about closed (yes/no) questions.*
- They lead the other person toward responding to what you know or are thinking rather than letting him or her do their own thinking.



But Humble Inquiry is not just about the kind of questions you ask; it's about why you are asking them.



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But Humble Inquiry is not just about the kind of questions you ask; it's about why you are asking them.

It is using questions to help the other person slow down and consider what he or she actually knows and recognize when he or she may be jumping to solutions based on assumptions not facts



But Humble Inquiry is not just about the kind of questions you ask; it's about why you are asking them.

It is using questions to help the other person slow down and consider what he or she actually knows and recognize when he or she may be jumping to solutions based on assumptions not facts

It is using questions to prompt the other person to step back and examine the basis of his or her impressions, ideas and claims.



The key to doing Humble Inquiry is acknowledging you almost certainly don't know as much about the problem situation as the person who is trying to address the problem



The key to doing Humble Inquiry is acknowledging you almost certainly don't know as much about the problem situation as the person who is trying to address the problem

So you have to be thinking partners bringing together your experience with the problem solving process and the other person's knowledge of the problem situation



The key to doing Humble Inquiry is acknowledging you almost certainly don't know as much about the problem situation as the person who is trying to address the problem

So you have to be thinking partners bringing together your experience with the problem solving process and the other person's knowledge of the problem situation

Which is what makes Coaching for Development fundamentally different from Coaching for Correction



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- It's not your role to judge the “correctness” of what they are thinking (in comparison to what you’re thinking.)



- It's not your role to judge the “correctness” of what they are thinking (in comparison to what you’re thinking.)
- It is your role to help them be more aware of what their ideas, claims and assertions are based on and if they are consistent with the PDCA process



- It's not your role to judge the “correctness” of what they are thinking (in comparison to what you’re thinking.)
- It is your role to help them be more aware of what their ideas, claims and assertions are based on and if they are consistent with the PDCA process
- In other words help them develop “Questioning Mind” and become more aware of what they actually know and how they know, and what they need to learn and how they can learn it





# Questioning Mind



# Questioning Mind

- **What do you actually know?**  
→ **How do you know it?**



# Questioning Mind

- **What do you actually know?**  
→ **How do you know it?**
- **What do you need to know?**  
→ **How can you learn it?**



# Questioning Mind

- **What do you actually know?**  
→ **How do you know it?**
- **What do you need to know?**  
→ **How can you learn it?**

**Coaches can help others develop  
Problem Solving capabilities by  
prompting Questioning Mind.**



How can using Humble Inquiry to prompt Questioning Mind help others develop as problem solving thinkers?



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# How can using Humble Inquiry to prompt Questioning Mind help others develop as problem solving thinkers?

Remember those two challenges of our human nature that are barriers to us doing sound problem solving thinking:

- Jumping from problem to solution?
- Acting based on the assumption we know more than we actually do?



How can using Humble Inquiry to prompt Questioning Mind help others develop as problem solving thinkers?

Remember those two challenges of our human nature that are barriers to us doing sound problem solving thinking:

- Jumping from problem to solution?
- Acting based on the assumption we know more than we actually do?

**Humble Inquiry Questioning helps us be more aware of when we are doing them.**



Coaching for Development using Humble Inquiry Questioning to help others have Questioning Mind and become more aware in their problem solving thinking.





Coaching for Development using Humble Inquiry Questioning to help others have Questioning Mind and become more aware in their problem solving thinking.

## A Short Demonstration After the Q&A



# The Value-added of Coaching Using Humble Inquiry



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# The Value-added of Coaching Using Humble Inquiry

- Helping others see what they actually know and when they are jumping to solutions.



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- Helping others see what they actually know and when they are jumping to solutions.
- Helping them stop and question what their ideas, impressions, claims and solutions are based on.



# The Value-added of Coaching Using Humble Inquiry

- Helping others see what they actually know and when they are jumping to solutions.
- Helping them stop and question what their ideas, impressions, claims and solutions are based on.
- While allowing them to solve their problems themselves.



# Thank You, David Verble

Hope you see you at



**2014** Lean Coaching Summit

JULY 29-30, 2014



Lean Enterprise Institute



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# 2014 Lean Coaching Summit

JULY 29-30, 2014



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## Join us in Long Beach, CA!

### TOPICS COVERED

- Lean as a learning system
- Patterns of behavior and thinking that lead to a workforce of problem solvers
- How to assess your personal effectiveness as coach
- Questioning as a critical and learnable skill
- The role of servant leadership in the lean coaching model
- The optimal situation – coaches developing coaches
- TWI's role in developing front-line supervisors
- Management practices that stifle lean thinking



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# Question & Answer with David Verble





# A Short Demonstration

